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ABSTRACT

The Clinical Approach to Teacher Education at Boise State Colleges places its students into two concurrent classes which run for two consecutive semesters and which emphasize the integration of theory and practice. Its ultimate goal is the development of a culminating year-long internship for the study of child behavior, curriculum, and methodology within a clinical setting of the school and the college. Four professors comprise the elementary education team responsible for this program. They have dual assignments: as professors who teach and model effective strategies and as clinical professors in a given elementary school who supervise the prospective teachers. Each sequence of study is revised and finalized by the entire team. Prospective teachers generally spend one-half day in a clinical student teaching assignment followed by an afternoon class on campus at Boise State. At any given time the student teachers' clinical schedule may be altered to give them all-day teaching experiences in their respective classrooms or intensive, in-service workshops. Placement for the two semesters' student teaching is done by cooperative efforts of the building principal and the clinical professor. The clinical professor spends a minimum of three mornings a week in his building. (A social science course outline is appended.) (Author/JA)

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I. A Brief Description of the Clinical Approach to Teacher Education at Boise State College.

Recognizing the basic humanistic premise that if educational methodology, subject matter, and theory is to have value and applied meaning it must be tied to real classroom experiences, the Clinical Approach to Teacher Education at Boise State College places prospective teachers in two concurrent classes during two consecutive semesters which emphasize such integration of theory and practice.

The concurrent classes provide for a direct and immediate application of the theory of curriculum and methodology to the school classroom situation. The ultimate goal of the clinical approach is the development of a culminating intern-type year encompassing the areas of child behavior, curriculum, and methodology within a clinical setting of the school and the college.

A team of four professors - each carefully chosen and with complementary competencies in content areas - comprise the Elementary Education team responsible for the clinical program. These professors have integrated dual assignments: professors who teach and model effective strategies, content, etc., and clinical professors in a given elementary school whose major function is careful supervision and pre-service education of prospective teachers.

Each professor on the elementary team has the responsibility of planning, preparing, and presenting to the elementary team the sequence of study for his area in methods. This includes a listing of required texts and reserve texts, sequence of learning experiences, evaluation techniques, teaching assignments, and grouping procedures. This is finalized and revised by the

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entire team into a solid humanistic, student-centered course of study which is a fundamental part of the student teaching experience.

Prospective teachers generally spend one-half day in a clinical student teaching assignment followed by an afternoon methods class on campus at Boise State. At any given time the student teacher's clinical schedule may be altered to give them all day teaching experiences in their respective classrooms or intensive, in-service workshops aimed at providing additional depth to their education. Student teachers are assigned to two consecutive semesters of student teaching - a primary and an intermediate experience. Placement is done by cooperative efforts of the building principal and the clinical professor. The clinical professor spends a minimum of three mornings a week in his building.

This approach to teacher education provides a practical, humanistic and meaningful design for the education of prospective teachers.

II. Comprehensive Explanation and Analysis of the Clinical Approach to Teacher Education at Boise State College.

The Elementary Education program at Boise State College is built upon a humanistic teacher education philosophy developed by clinical professors, classroom teachers, building principals, and administrative personnel. The educational thrust is aimed at providing prospective teachers an integrated, child-centered teaching experience which stresses the mating of teaching strategies, teaching competencies, and curriculum content to the cognitive, affective-emotional, and physical needs of children. To adequately achieve this, the main elementary program is offered during two consecutive semesters each year: fall and spring - by two concurrent five-hour courses each semester (Curriculum and Methods, TE 351 and TE 352, and Student Teaching, TE 471 and TE 472). The intent and design of this is to translate humanistic theory and philosophy into meaningful classroom experiences by pre-service and in-service teachers.

A team of four specialists comprise the Elementary Education staff. These professors have been carefully selected for complementary strengths and specialities. Dual roles are performed by each team member: curriculum specialist and clinical professor. Curriculum areas of speciality are: Science, Dr. Jerry Tucker; Social Science, Dr. John Jensen; Language Arts, Miss Clara Burtch; and, Mathematics, Dr. Robert Friedli. Each professor assumes the role of team leader and coordinator when his area of speciality is being covered in teaching methods and strategies (TE 351 and TE 352). This assignment carries the specific responsibility of planning and presenting to team members the content, direction, and learning experiences for that segment of study. The developed outline is carefully evaluated by the team well in

advance of actual implementation. Changes and modifications are made and the team leader takes the responsibility of directing the teaching-learning experiences. This is done through a weekly team planning meeting each Wednesday morning. At this planning session the master teaching schedule is reviewed for timing and content. The weekly schedule is then carefully reviewed in light of: (a) concepts to be taught, (b) objectives, (c) learning experiences to be used, (d) needed materials and readings, (e) grouping plans to be used, and (f) how all of the foregoing relate to the student teaching experience. Additionally, students with specific or special problems in either methods or student teaching are professionally evaluated. Many courses of action can be determined and students may be placed with other team members for additional evaluation.

TE 351 and TE 352 (Methods, fall and spring semesters) are scheduled for the early afternoon: 1:40 p.m. - 2:30 p.m. Mondays and Wednesdays, and 1:15 p.m. - 2:30 p.m. Tuesdays and Thursdays. The sequence of study is language arts and mathematics fall semester, and science and social studies spring semester. Throughout the academic year there is careful consideration to the integration of all academic areas into a solid methodological base recognizing the interrelatedness of the disciplines. In addition, various teaching strategies are used by the elementary team in order to provide proper teaching models for students.

TE 471 and TE 472 (Student Teaching, fall and spring semesters) are done in a clinical setting. Students are assigned to one of six clinical schools and may spend an entire academic year there having a primary and intermediate experience, or, they may be moved to another clinical school should a more productive experience be possible. Each member of the elementary team is

assigned to one or two schools and serves therein as a clinical professor. In essence, this means that in any given week a professor is in his assigned school for a minimum of three mornings. As the clinical professor for that school, the major responsibility is helping student teachers: (1) gain competency in classroom management and discipline, (2) gain competency in the use of various teaching strategies and methodologies, (3) develop deeper insights and understandings of childrens' growth and development, (4) develop competencies in student and self-evaluation, and (5) develop a deeper respect for self and others. This is accomplished by the use of cooperative planning with classroom and student teachers, video-taping, interaction analysis techniques, classroom observations, seminars, etc. In addition, the clinical professor provides close support for helping classroom teachers fulfill their cooperative roles.

Generally, the clinical professor and the building principal jointly decide upon student teacher - cooperative teacher placement. Some training in supervisory techniques for cooperating teachers is provided by the clinical professor assigned to a particular school. Each teacher is requested by the college faculty and the building principal to inform either party if for some reason they do not feel a total commitment to the clinical program.

The clinical approach to teacher education brings together a variety of professional educators in a program that stresses the humaneness of relationships, the interrelated needs of teachers and learners, and shared responsibility for learning by all with the ultimate focus on children and the most logical ways of helping them learn - such as learning centers.

Student teachers are continually evaluated on a daily basis. The cooperating teachers work very closely with the clinical professors. If a problem becomes evident in the student teacher's performance, then the clinical professor and the cooperating teacher work together to help the student resolve it. A competency based evaluation form is utilized at mid-semester and at the completion of each semester. Students are requested to evaluate themselves. Additionally, the clinical professor and the cooperating teacher evaluate the student teacher's performance. Three-way conferences are common end results.

Hence, by identifying schools where student teachers are part of the professional staff and accepted, the clinical professor has the opportunity to work with all concerned in an optimum atmosphere.

Data collected by the cooperating teacher and the clinical professor is used to correct deficiencies recognized in the prospective teacher. Videotapes and other instruments are utilized for data collection and analysis. When doubts exist on the part of the clinical professor and/or the cooperating teacher about a student teacher's ability, the building principal is also requested to evaluate the student teacher and make recommendations and suggestions. In extreme situations, another clinical professor may be called into the evaluative process.

The final responsibility for student grades rests upon each individual professor. In methodology classes checklists of assignments, student conferences, performance criteria, and professor's observations are the basis for grades. In the student teaching experience, grades are arrived at by conferencing of clinical professor, student teacher, and cooperating teacher.

The following study exemplifies two typical days in the life of a prospective teacher in the clinical program at Boise State College.

Jenny P. has reached her senior year of college at Boise State. She is enrolled fall semester in two concurrent educational classes for a total of ten semester hours. Aside from this, she has a Child Psychology class and an Instructional Media class.

For the first two weeks of the semester she spent a full day from 8:00 a.m. to 2:30 p.m. in her clinical school. She became acquainted with the building and teachers; and, she spent several days getting grounded in her assigned classroom learning how to organize the classroom environment and children for the beginning school year.

As formal instruction began she worked with a small group of children in one subject. Later, she took over two groups in a content area and as the semester progressed, she assumed full responsibility for teaching throughout the morning in several different curricula.

Each day, Jenny arrived at school at 8:00 a.m. and met with her cooperating teacher, Mrs. Moore. Together they reviewed her lesson plans and discussed in detail her objectives, materials to be used, learning experiences, and means of evaluation. Children with special needs, concerns, or problems were also discussed. After this, Jenny arranged the various materials throughout the room which were needed and prepared to greet the children.

At 9:00 a.m. she welcomed 35 noisy, bustling fourth graders. For the first 10-15 minutes she called roll, collected money for lunches, took lunch

count, and conducted opening exercises.

With the completion of opening exercises, Jenny moved her children into reading groups. She had worked with the classroom teacher to carefully place each child with other children who needed similar reading experiences. Moving from group to group - helping some children work on word attack skills, others on comprehension, and others on free reading, a careful record was maintained on each child's activities. This record was also reviewed with the cooperating teacher. During this period, the clinical professor dropped by and spent 15 minutes watching Jenny, the children, and the program in general. In a quiet corner he made a couple of suggestions as to how to help some children who were having problems, reinforced Jenny's teaching behavior, and chatted about her performance with the cooperating teacher.

At 10:15 a.m. Jenny took the children out for recess.

At 10:30 a.m. Jenny brought the children into a carpeted corner of the room and played a brief tape of different kinds of music. She then led the children in a discussion of how the music made them feel. Returning to their desks and listening to a similar tape being played, the children individually wrote down on 5" by 8" cards words which described their feelings. These became spelling words as the unit developed.

Next, Jenny organized role playing experiences with the children for verbal expression of their emotions and feelings. Again, she carefully noted and recorded pertinent data.

At 11:45 a.m. after accompanying the children to the lunchroom, Jenny

joined Mrs. Moore for lunch and rechecked tomorrow's outline of activities.

At 1:15 p.m. she arrived on campus for her methods class. As part of the Language Arts curricula, her class was investigating language experience approaches to the teaching of reading. Her professor asked the class to spend 30 minutes individually, or in pairs, along the Boise River which flows through the campus. Their task was to use all their senses to find out all they could about what was around and about them. They then individually found some quiet place and wrote and illustrated their experiences along the river. The following day they shared their work, discussed how to do this with the children in their classes, and the theoretical basis for this approach to the teaching of reading. Spinning off from this was an intensive discussion of how language experience approaches might be integrated with other curricular areas.

A few weeks later all student teachers in the clinical program were released from methods for two weeks and assigned to their respective classrooms for two weeks all day. The clinical professor at this point spent all day Monday, Tuesday, and Thursday in the school working with them.

The first few days, during this period of time, Jenny taught as usual in the morning and assisted in afternoon activities. As confidence and insight developed, she assumed the responsibility for teaching her first full day.

On her first full teaching day, she arrived at school at 8:00 a.m., met with Mrs. Moore, and carefully reviewed her lesson plans for the entire day. She implemented suggested changes and then prepared the materials she needed for the day.

When children arrived at 9:00 a.m. Jenny took charge of opening exercises.

Around 9:15 a.m. the children moved into language arts. Here, some children read in small basal groups, others had conferenced on books individually read, others were adding to card lists of words they would like to know. Many of these words were new spelling words. When the motivation began to lag, Jenny grouped the children around a table filled with a variety of interesting manipulative objects - rocks, pine cones, model airplanes, playing cards, etc. She asked the children to select something special to them and to write a story about it. Later, they would share their stories.

Following recess, upon their return to the classroom, Jenny played warm-up games to motivate the children's interest in math. The children were then introduced to the mathematics laboratory Jenny had developed in her methods class. Here were a multitude of manipulative objects, games, assignment and task cards which offered several options for expanding understandings of key math concepts. Textbooks were available as reference materials. Again, children worked individually or in small groups. Jenny busily moved among them answering questions - posing questions and listening. Mrs. Moore provided support by working with individual students who needed special help.

At 11:30 a.m. Jenny helped the children to the lunch room and joined Mrs. Moore for lunch. The clinical professor was there to strengthen rapport with teachers and student teachers by eating and visiting with them.

Back in the classroom, Jenny initiated afternoon activities by passing a copy of the daily newspaper to each child. Her objective was to get children to feel real life situations of people in the news. She suggested the children

take out crayons and circle the articles, pictures or cartoons they liked the best. As she moved among the children, the clinical professor came in, sat down among the children and participated in the experience. As soon as the children completed their pictures and cartoons, Jenny asked what they had circled and why. As the discussion proceded, children played various roles of people in the news. Again, she asked questions about feelings, attitudes, and values. After reinforcing Jenny with a few positive comments, the clinical professor slipped out to another classroom.

At 1:40 p.m. Jenny called the children back to a table with various colored solutions on it. She demonstrated a discrepant event and asked the children to hypothesize about what happened. She then organized the children into small groups based on their hypotheses, gave each group the same kinds of colored solutions and materials, and sent them to various centers to experiment, to search for answers. The lesson ended with the children sharing results of their experiments, and other questions they wanted to investigate further.

At 2:40 p.m. when the children went to art, Mrs. Moore and Jenny evaluated the day's teaching.

Throughout the day the clinical professor had been in and out of Jenny's classroom. He had seen her in a number of teaching experiences and had a good picture of her classroom performance.

As can be seen in the foregoing case study, the Clinical Approach to Teacher Education at Boise State College has at its base a strong thrust for providing humanistic educational experiences for both teachers and children in today's schools by constant emphasis being placed on identifying and meeting

individual needs and learning styles. This unique program is making significant contributions to the development of Personalized Education.

Name of Program:	Clinical Approach to Teacher Education
Institution:	Boise State College
President:	Dr. John Barnes
Campus Public Information Officer:	
Faculty Members:	Miss Clara Burtch, Dr. Robert L. Friedli, Dr. John Jensen, Dr. Jerry Tucker
Titles:	Miss Clara Burtch, Ast. Prof. of Teacher Education Dr. Robert L. Friedli, Ast. Prof. of Teacher Ed. Dr. John Jensen, Asc. Prof. of Teacher Education Dr. Jerry Tucker, Asc. Prof. of Teacher Education

Signature: Robert L. Friedli

Title: Ast. Prof. of Teacher Education Date: November 16, 1973

The Department of Teacher Education at Boise State College has a philosophy that stresses teaching and learning as a humanistic process whose success or failure is directly correlated to meaningful interaction between and among teachers and learners. Additionally warm, accepting relationships are stressed. Knowledge of content areas, classroom management, and ways and means of effective evaluation are also considered to be high priority in the success of a teacher, but only to the extent that he is capable of communicating with others. Communication, in turn, is based on trust, understanding, and empathy - the very essence of meaningful relationships.

To achieve this, the education of prospective teachers at Boise State College is done in a clinical classroom setting, integrating teaching methodology and teaching experiences. Students observe professors modeling teaching behavior they are to develop; and, they have learning experiences in methods which demonstrate how to set up similar experiences in their own classes, what the children will experience, and how to evaluate pupil progress. In turn, they are frequently visited (as often as 3 times a week) by their major methods professor who has a dual role as a clinical professor in their school.

Such integration of method and theory is viewed by the Elementary Education Team in Teacher Education at Boise State College as the most logical and practical way of producing effective, humanistic classroom teachers.

ABSTRACT/INFORMATION FORM - 1974 DAA PROGRAM

(Please note: This information will be the basis for the description of your institution's DAA entry in the official DAA booklet given at the Annual Meeting and subsequently distributed widely.)

Please Type or Print:

Name of Program Submitted: _____

Institution (complete name): _____

President: _____

Campus Public Information Officer: _____

Faculty Member Responsible for Program: _____

Title of the Faculty Member: _____

Signature: _____

Title: _____ Date: _____

Please describe in 150-200 words the program which you have entered in the 1974 AACTE Distinguished Achievement Awards. A sample is included below to give a general idea of the kinds of information we need. Your abstract will be the basis for reporting your entry in Excellence in Teacher Education. Please continue on back if extra space is needed.

SAMPLE: *Hypothetical Sample Description:* Recognizing the necessity for public school teachers to have a continuing education as well as realizing the need for continually updating the elementary science curriculum, the College of Saint Alphonsia Joseph, together with the school district of Stockton, New Hampshire, began in 1969 the Advance Learning for Science Teachers Program (ALSTP). The program, initially funded by a National Science Foundation grant, features a six-week summer institute during which members of the college staff instruct teachers throughout the school district. Also, 50 consultants from the college's science and education departments visit each of the elementary schools during the year. Featured in the six-week institute are effective ways to teach environmental studies, using the neighborhood as key resource. The program has had sufficient impact to project a similar one for secondary science teachers.

Appendix A. Course Outline for the Integration of Social Science Methods to Classroom Teaching Experiences in the Clinical Approach to Teacher Education.

BOISE STATE COLLEGE

ELEMENTARY CURRICULUM AND METHODS TE 352

Topic	Performance Objectives and Assignments	Class Activities	Materials (Including Reading Assignments & References)
I. Overview -- The social sciences & social studies in the elementary school.	I. As a result of instruction and reading, students will be able to: (a) identify the 3 major dimensions of social studies, and (b) compare "traditional programs" with "new" social studies programs.	A. Presentation of overview in a large group. B. Discussion in middle-size groups of traditional programs with new programs.	A. Joyce, Photo Essay, Chapters 1 & 2, pp. 1-61, See "Projects" B. Social Studies Programs in curriculum resource center.
II. Current Events: Using newspapers in the classroom.	II. Students will be able to plan and teach one or two lessons utilizing newspapers and/or magazines in curricular area of their choice.	Middle-size groups "Brainstorming activities." A. Language Arts activities. B. Science and Mathematics activities -- students will rotate groups on alternate days.	Michaelis: Social Studies for Children in a Democracy, 5th ed., pp. 262-290, or 4th ed., pp. 173-174, 179-184, 280-281. Heilman, pg. 343.
BEGIN INDUCTIVE TEACHING STRATEGIES			
III. Concept formation -- "Taba Approach"	III. Given textbook or media materials, students will be able to identify and list key concepts as further evidenced by unit plans. Students will demonstrate in unit plans ability to collect data, classify, & group to form concepts, theories, & generalities.	Small group activity using various media, including elementary textbooks.	Joyce: Review pp. 33-45, 55-57, see also pp. 79-81, 104-105, 220-230.

Topic	Performance Objectives and Assignments	Class Activities	Materials (Including Reading Assignments & References)
IV. Value Clarification vs Indoctrination -- "stereotyping"	IV. Student will be able to: (a) discuss orally value clarification vs indoctrination, (b) identify stereotypes of minority groups. Optional: Design a questionnaire or opinionnaire form for use in the community in which you teach or a similar community.	Small group discussion of values & value conflicts. Complete opinion survey Discuss in groups of 4 survey results. Individual or in groups of 2-4 -- survey a community's attitudes toward school.	Joyce. pp. 208-219. Recommended: Newman-Oliver, Clarifying Public Issues (Suggests several approaches). See also: Frackel, Helping Students Think and Value.
	SOCIAL STUDIES OBJECTIVES DURING ENVIRONMENTAL STUDIES WEEK		
V. Mapping.	A. Students will be able to demonstrate (participation) several strategies for teaching basic map skills, including: (a) introduction to maps (Payette Teachers Model) (b) mapping using triangulation (c) mapping above-ground routes people-flow patterns (d) underground activities.	Large Group: Complete Payette teachers mapping program. Small Mixed Groups: Map several objects using triangulation -- participate in variety of mapping activities -- self-selection from list provided by instructors.	Joyce, pp. 368-380. Class Handouts. See also: SRA Kit, Teaching Mapping and Graph Skills, (individualized).

Topic	Performance Objectives and Assignments	Class Activities	Materials (Including Reading Assignments & References)
	B. Design at least one lesson to teach a map skill.		
VI. Urban Investigation and Problem solving.	A. Students will be able to design various questionnaires, arrange interviews, contact resource people or use any other social studies tool which would help collect data for further analysis in reaching tentative solutions to urban problems. B. Design and teach one lesson at least dealing with ES, in an urban setting. (Note. Picking up papers on the school grounds excluded.)	Cross-class grouping in committees of 6-8. Select an urban problem, define it, develop hypothesis, collect data, analyze, reach tentative solution to problem, if possible.	Class Handouts. Any resource in the community.
VII. Simulations.	A. Student will participate in a simulation activity. Complete a written evaluation of the activity in terms of its value as a teaching tool in the elementary school. Optional: Design your own.	Large Group: View "Cry of the Marsh" Middle-size Group: Select committees -- work through problem to tentative solution.	Joyce, pp. 183, 182-189, 332, 399, 404.
VIII. Gaming.	A. Student will participate in the play of several games and evaluate:	Large Group: Overview -- "Research & Games" -- groups of 6-8 play	Recommended: Gordon Games in the Classroom.

Topic	Performance Objectives and Assignments	Class Activities	Materials (Including Reading Assignments & References)
	(a) decision-making opportunities. (b) clarification techniques (c) value of games	several games.	See also: Spark, Spice, Probe, etc. from E.S.I.
IX. Role Playing	A. Design and teach (a) lessons involving role playing.	Small Group activity or middle-size group.	Joyce, pp. 176-179, 306, 399. Audio Tape & Filmstrip available for individual help.
X. Inquiry A. Closed - Suchman	A. Student will be able to design, teach, and evaluate one lesson using closed (Suchman) inquiry.	Middle-size Groups: Demonstration by Drs. Tucker and Jensen with time to analyze various tactical moves.	Joyce, pp. 149-153, 216, 335, 381-384-86, 388. Handouts (class).
B. Inquiry & Group Investigation.	B. Student will be able to construct and teach lessons involving group inquiry for solving social science problems (hopefully evidenced in unit lessons plans.)	Small Group discussion.	Joyce, pp. 149-163, includes example. Audio Tape & Filmstrip available for individual help.
XI. Evaluation of Instruction. A. Teacher-constructed	A. Students will be able to design several types of teacher-made tests for evaluation of cognitive learning tests to be included in student-constructed	Middle-size Groups: Analysis of evaluation process, examination of the characteristics of valid and reliable teacher-	Joyce, pp. 389-407. Karin & Sound, pp. 233-259.

Topic	Performance Objectives and Assignments	Class Activities	Materials (Including Reading Assignments & References)
tests. B. Attitude and observational checklists.	unit. B. Students will be able to construct a checklist and use to evaluate student progress in elementary school classrooms--evidence to be included in unit.	constructed test. Middle-size Groups: Examination and analysis of various checklists.	